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February 2017



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## ***Cultural Competence and Bilingual Language Development (updated)***

*This month we are featuring library resources on cultural competence and bilingual language development.*

*Check out the new additions to the collection on pages 13!*

## **Cultural Competence & Bilingual Language Development – Selected Journal Articles**

*If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260, fax: (512) 776-7474, e-mail: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).*

**American Indian and Alaska Native boys: early childhood risk and resilience amidst context and culture.** . Sarche M, Tafoya G, Croy CD, Hill K. *Infant Ment Health J.* 2017;38(1):115-127.

American Indian and Alaska Native (AIAN) adolescent and adult men experience a range of health disparities relative to their non-AIAN counterparts and AIAN women. The current article reviews sources of strength and challenge within AIAN communities for AIAN children in general, including cultural beliefs and practices that support development, and contextual challenges related to socioeconomic and health disparities and historical trauma affecting the AIAN population as a whole. The research literature on early development is reviewed, highlighting what this literature reveals about early gender differences.

**Associations between problem behaviors and early vocabulary skills among Hispanic dual-language learners in pre-K.** Hagan-Burke S, Soares D, Resendez N, et al. *Topics Early Child Spec Educ.* 2016;36(2):91-102. This study examined the relations between problem behaviors and early learning outcomes among 138 children in dual-language pre-K programs who were identified at the beginning of the school year to be at risk for difficulties in early language and literacy development. Children's expressive and receptive vocabulary, listening comprehension, and conceptual thinking skills were assessed at the beginning of pre-K and again at the end of the school year. Their problem behaviors (externalizing, bullying, hyperactivity, and internalizing) were assessed midyear via teacher ratings. With the exception of internalizing problem behaviors, bivariate correlations indicated virtually no associations between children's entry-level academic skills and midyear ratings of problem behaviors. However, multilevel models controlling for student- and teacher-level variables revealed that midyear ratings of problem behaviors were statistically significant predictors of poor outcomes on several vocabulary-related measures administered at the end of pre-K.

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**Culturally responsive pyramid model practices: program-wide positive behavior support for young children.** Allen R, Steed EA. *Topics Early Child Spec Educ.* 2016;36(3):165-175.

This conceptual article reviews current research on racial disparities in disciplinary practices in early childhood education and work to address these issues within a positive behavior support (PBS) framework. Building largely on the Pyramid Model, recommendations and a culturally responsive approach are suggested for use within a program-wide PBS framework in early childhood settings. Future directions are discussed to guide efforts toward reducing disparate racial discipline practices in early childhood programs.

**Determinants of obesity in the Hispanic preschool population: an integrative review.** Innella N, Breitenstein S, Hamilton R, Reed M, McNaughton DB. *Public Health Nurs.* 2016;33(3):189-99.

Objective(s): The purpose of this integrative review was to identify factors associated with obesity in Hispanic preschool children. Design and sample: Integrative research review based on strategies described by Whittemore and Knafl. Thirty-five research reports using qualitative and/or quantitative methods and including a majority of participants (parents or preschool-aged children) of Hispanic ethnicity. Measures: Data were analyzed using the Matrix Method. Results: Decreased physical activity of the child and increased maternal body mass index were found as contributors to obesity in the preschool, Hispanic population. The relationship between maternal feeding practices and beliefs, food choices and childhood obesity are widely studied with little consistency in findings across studies. Conclusions: Public health nurses can work with communities to promote physical activity and safe outdoor places for exercise. In addition, they can advocate for the availability of healthy food choices in neighborhood schools. Maternal feeding practices, acculturation, and the child's environment require further research.

**Early intervention: a multicultural perspective on d/Deaf and hard of hearing multilingual learners.** Bowen S. *Am Ann Deaf.* 2016;161(1):33-42.

Today's pluralistic society is characterized by families from many linguistic and cultural backgrounds, including families with infants and toddlers who are deaf or hard of hearing (d/Dhh). Taking a multicultural perspective, the author examines family-centered early intervention and the transition to school services for children who are d/Dhh. Working with d/Dhh Multilingual Learners (DMLs) and their families presents a unique challenge to early intervention professionals: ensuring that families have adequate information and resources to make informed choices, particularly regarding communication. The author presents information and research related to (a) family and professional partnerships, (b) cultural contexts for early intervention, (c) family communication decisions and linguistic diversity, (d) emerging research on DMLs, (e) considerations for early intervention providers and interpreters who work with culturally and linguistically diverse d/Dhh infants and toddlers, and (f) cultural reflections on ensuring smooth transitions from early intervention into preschool programs

**Factors contributing to background television exposure in low-income Mexican-American preschoolers.**

Thompson DA, Tschann JM. *Matern Child Health J.* 2016;20(9):1835-41.

Objective: Background television (TV) exposure is harmful to young children, yet few studies have focused on predictors of exposure. This study's objectives were to elucidate demographic, environmental, and behavioral correlates of background TV exposure in low-income Mexican-American preschoolers and to explore caregiver beliefs about the impact of such exposure. Methods: A convenience sample of low-income Mexican-American female primary caregivers of preschoolers (3-5 years old, n = 309), recruited in safety-net clinics, were surveyed by phone. Caregivers reported the frequency of their child's exposure to background TV and responded to questions on the home media environment, TV use, and whether they had thought about background TV exposure and its impact on their child. Results: Background TV exposure was common; 43 % reported that their child was often, very often, or always exposed to background TV. More hours of TV viewing by the caregiver and greater frequency of TV viewing during meals were associated with an increased frequency of exposure to background TV. Only 49 % of participants had ever thought about the impact of background TV. Believing that background TV is not harmful was associated with higher levels of background TV exposure. Conclusion: Findings suggest that background TV exposure is frequent and caregiver awareness of its potential impact is low in low-income Mexican-American families. Beliefs that background TV is not harmful may predict risk of exposure. Potential targets for interventions focused on reducing background TV exposure in this population include increasing caregiver awareness of the potential negative impact of such TV exposure.

**First-generation Latina mothers' experiences of supplementing home-based early head start with the attachment and biobehavioral catch-up program.** Aparicio EM, Denmark N, Berlin LJ, Jones Harden B. *Infant Ment Health J.* 2016;37(5):537-48.

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This qualitative pilot study examined first-generation Latina mothers' experiences of supplementing home-based Early Head Start (EHS) services with the evidence-based Attachment and Biobehavioral Catch-up (ABC) program. Ten low-income, first-generation Latina mothers with infants and toddlers enrolled in home-based EHS were provided 10 ABC home visits by a supplemental parent coach. Following delivery of ABC, mothers participated in in-depth, semistructured, qualitative interviews about their experiences. Interview themes included positive experiences of both EHS and the ABC, a high value placed on receiving both programs, and cultural relevance of the ABC program for Latino families. Participants offered several suggestions for improved program delivery. Study findings suggest that a model of EHS supplemented by ABC delivered to the Latino community is feasible, valuable to participants, and culturally relevant. Considerations for sustainability of this supplemental model are discussed.

**Hispanic immigrant mothers of young children with autism spectrum disorders: how do they understand and cope with autism?** Ijalba E. *Am J Speech Lang Pathol.* 2016;25(2):200-213.

The article presents a study which aims to understand how 22 Hispanic immigrant mothers of preschool children with autism spectrum disorders (ASD) cope with autism. The author explores the social environments of Hispanic immigrant families, the mothers' identification of ASD and cultural beliefs on development and autism, and bilingualism and language practices in first-generation Hispanic families of children with ASD. Education for professionals and parents is suggested.

**Predictors of infant and toddler black boys' early learning: seizing opportunities and minimizing risks.**

Iruka IU. *Infant Ment Health J.* 2017;38(1):128-142.

Using the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) data set, this study examined child, family, and community factors in the early years (infant and toddler years) to predict the cognitive and language outcomes for preschool-age Black boys in relation to Black girls and White boys. Findings indicate that Black children face many challenges, with Black boys experiencing less sensitive parenting as compared to their peers. We live in a highly complex, racialized environment. While there are universal indicators that predict children's preschool outcomes such as strong social positioning and positive parenting, there are, in addition, some indicators that are more beneficial for Black boys' early development, including a stable, less urban home environment with parents engaging in "tough love".

**Reflective practice in organizational learning, cultural self-understanding, and community self-strengthening.** Sparrow J. *Infant Ment Health J.* 2016;37(6):605-616.

The infant mental health field can amplify its effects when it extends its purview beyond the dyad to the larger contexts in which infants and adult caregivers interact and develop over time. Within health, mental health, education, and other human service organizations, the quality of relationships is a critical variable in the individual-level outcomes that such organizations seek. The goals of this work and the means for accomplishing them are highly dependent on human qualities and interactions that are shaped by organizational processes. In communities, too, processes that shape relationships also strongly influence child-, family-, and community-level outcomes. The Touchpoints approach to reflective practice can guide relational processes among professionals, parents, and infants in organizations and communities that influence these outcomes.

## **Cultural Competence & Bilingual Language Development – Selected Audiovisuals**

**Addressing diversity.** 20 min. 2007. (DD0370).

Building strength from employee differences is crucial to success. This session helps employees understand and appreciate diversity. Participants learn of the consequences of stereotyping, what to do if they suspect there is a diversity problem, and six techniques to encourage understanding and acceptance within the workplace.

**Cultural awareness in healthcare: an action plan.** 17 min. 2014. (DV0892).

This program explains the importance of providing culturally and linguistically appropriate care. It describes the CLAS (Culturally and Linguistically Appropriate Services in Health and Health Care) standards put forth by the U.S. Department of Health and Human Services and the categories within those standards. It gives guidance in establishing and implementing an action plan that recognizes and enforces the CLAS standards.

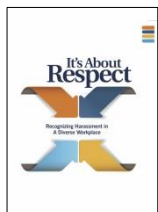
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**Diversity in the workplace.** 23 min. 2012. (DD0620).

This program was filmed in Australia. In workplaces, as in any other part of society, people are diverse. Using dramatized scenarios, this program shows how a wide range of personnel can work together successfully. Topics covered include the scope of diversity, responding sensitively, knowing the guidelines, communicating appropriately, and building on diversity.

**History of the U.S. child welfare system and disproportionality.** 60 min. 2008. (DD0253).

Dr. Carol Spigner delivers a lecture on the history of child welfare and the disproportionate number of children of color in the child welfare system.



**It's about respect: recognizing harassment in a diverse workplace.** 19 min. 2013. (DV0849).

This program is set in an office environment and uses humor to expose typical hostile environment scenarios. Dramatized re-enactments with characters who have been harassed, often innocently, effectively portray the target's perspective. It defines harassment and explains harassment based on sex, age, appearance, national origin, and religion. Viewers get advice on what to do if they are being harassed.

**Making noise in silence.** 20 min. 2014. (DD0704).

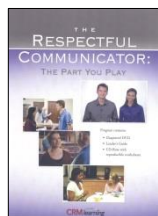
This film explores the richness and complexities of Deaf culture from the perspective of two Korean high school students who attend the California School for the Deaf, Fremont. Born and raised in South Korea, Jeongin Mun and Min Wook Cho have strong ties to their Korean heritage and learned Korean as their first language. However, what separates Jeongin and Min Wook from most children of immigrant families is that they are also deaf. When their families moved to the United States, their deafness automatically put them into an entirely separate cultural group with its own language, customs, and history.

**Native Americans: celebrating traditions.** 30 min. 2001. (DD0593).

Once forced to hide their heritage, Native Americans now enjoy both an acceptance and a celebration of their history and culture. By presenting the experiences of Native Americans from a wide array of fields including artisans, performers, and teachers, this program shows how many tribes are returning to the traditions and spirituality of their ancestors. Among those interviewed are Kevin Locke, award-winning Native American vocalist; Wilma Mankiller, the first woman in modern history to lead a tribe; and Richard West, Director of the Smithsonian Institution's National Museum of the American Indian. This title is also available as a streaming video. Contact the library at (512) 776-7260 for more information.

**One child two languages in action.** 120 min. 2008. (DD0310).

Teachers will learn how to collect information from parents about children's home language skills, communicate effectively with second language learners, choose activities that foster primary language and literacy skills, and use assessment tools to evaluate first and second language development.



**Respectful communicator: the part that you play.** 15 min. 2011. (DV0859).

In today's diverse workplace, a number of things can undermine successful communication, including a perceived lack of respect or inclusion. This program shows how taking a few extra steps can keep misunderstanding to a minimum. It illustrates how to communicate clearly without demeaning, devaluing, or offending others.

**NEW! The respectful supervisor: integrity and inclusion.** 13 min. 2015. (DV0944).

This DVD is restricted to HHSC staff and their contractors. This program will help supervisors understand their role in preventing harassment and discrimination while raising their awareness of unconscious bias and micro-iniquities. Supervisors are shown how to avoid being bullies, how to act ethically, and how to be inclusive.

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### **Supporting cultural and linguistic diversity in early intervention and early childhood special education.**

106 min. 2011. (DD0502).

This DVD contains 4 sections that cover issues professionals will encounter as they work with culturally and linguistically diverse children and families. *Plan activities and routines that reflect the diversity of children in the class* (144 min.): educators work together to embed children's home languages in everyday routines. *Partner with families to support dual language learning* (30 min.): viewers see first-hand how bilingual parents support children's dual language development at home. *Conduct culturally responsive early intervention*: four culturally and linguistically diverse early interventionists share their experiences working with families of different backgrounds and give viewers practical guidance on helping families promote early language development. *Collaborate with interpreters*: viewers learn the characteristics of effective interpreters and how teachers and interventionists can partner with them.

### **Them and us.** 22 min. 2007. (DD0544).

This DVD explores common thinking habits to show how they easily lead to hidden assumptions, bias, and prejudice. Viewers learn that all cultures assume their ways are best and natural. Some simple habits of perception illustrate how "people typing" and stereotypes are extensions of how our brains work to make sense of the world.

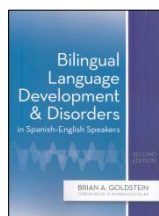
## **Cultural Competence & Bilingual Language Development – Selected Books**

**50 strategies for communicating and working with diverse families.** Janet Gonzalez-Mena, 2010. (275 G643f 2010 ECI).

There are all different kinds of families and this book will help teachers feel more comfortable and be more effective in dealing with them. The book discusses honoring and working with diversity, how to deal with holiday issues, working with fathers, communicating and meeting with families, and gives tips for challenging conversations.

**Anti-bias education for young children and ourselves.** Louise Derman-Sparks and Julie Olsen Edwards, 2010. (275 D435 2010 ECI).

This book aims to support children's full development in our multiracial, multilingual, multicultural world and to give them the tools to stand up to prejudice, stereotyping, and bias. The book begins with a conceptual overview of an anti-bias education approach, then gives basic teacher tools, and finally provides specific curriculum ideas for various anti-bias topics.



**Bilingual language development and disorders in Spanish-English speakers.** 2011. (535 B595 2011 ECI).

This book is intended to bridge the gap between research and practice by summarizing what is known about language development and disorders in Spanish-English bilingual children and relating it to implications for assessment and intervention.

**Blindspot: hidden biases of good people.** Mahzarin Banaji, 2013. (BF 575 B212b 2013 RHB).

Blindspot is the author's metaphor for the portion of the mind that houses hidden biases. Banaji questions the extent to which our perceptions of social groups, without our awareness or conscious control, shape our likes and dislikes and our judgments about people's character, abilities, and potential.

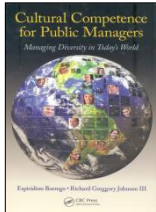
**Childhood bilingualism: research on infancy through school age.** 2006. (WS 105.5 C8 C536 2006 ECI).

This book addresses research on multiple aspects of bilingual development in infants and children, including oral language perception and production and literacy. The book is divided into three major parts: processing two languages; learning two languages; and literacy in two languages.

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**Circles in the nursery: practicing multicultural family therapy.** Leena Banerjee Brown, 2007. (275 B878c 2007 ECI).

This book explains how to understand and practice multicultural infant-family mental health. The book includes clinical case studies with practical applications. A 7-part framework for analyzing family, infant, and clinician cultural perspectives is included. Ideas are given for improving and energizing clinical work with at-risk infants and families.

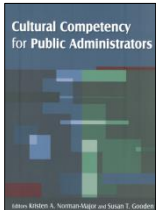


**Cultural competence for public managers: managing diversity in today's world.** Espiridion Albert, 2012. (275 B737 2012 RHB).

This book offers guidance on how to become a leader in developing cultural competence in your organization. It provides a conceptual foundation and successful examples for developing cultural competence. Terms such as cultural competency are defined. Practical standards and performance measures, coaching and mentoring guides, checklists, and exercises are provided.

**Cultural competency for health administration and public health.** Patti Renee Rose, 2011. (WA 18 R797c 2011 MRL).

This book introduces the topics and tools necessary for the application of cultural competency processes in various healthcare settings. Students who read this book will come away with a systematic approach to the method of achieving cultural competence.

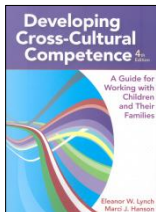


**Cultural competency for public administrators.** 2012. (275 C967 2012 RHB).

With a focus on a broad spectrum of topics, race, ethnicity, gender, disability, and sexual orientation at the federal, tribal, state, and local levels, this book equips readers to better understand the complex, real-world challenges public administrators confront in serving an increasingly diverse society.

**Cultural reciprocity in special education: building family-professional relationships.** Beth Harry and Maya Kalyanpur, 2012. (275 K14 2012 ECI).

This book provides explicit training on working effectively with all families, no matter how diverse. It explains the concept of cultural reciprocity, which involves examining the provider's own values, learning to respect each other's differences, and collaborating to benefit the children.



**Developing cross-cultural competence: a guide for working with children and their families,** 4<sup>th</sup> ed. Eleanor W. Lynch and Marci J. Hanson, 2011. (275 L987d 2011 ECI).

This book offers practical advice for working with children and families of diverse heritage. With insight from their own racial, cultural, and linguistic backgrounds, the chapter authors contribute wisdom about the influence of different cultures on people's beliefs, values, and behaviors. Their knowledge helps professionals learn how to embrace diversity in intervention services and foster respectful and effective interactions with people of many cultures.

**Diversity in early care and education: honoring differences.** Janet Gonzalez-Mena, 2008. (LB 1139.3 G643d 2008 ECI).

This book explores the rich diversity encountered in programs and environments for children, ages birth to 8, including those serving children with special needs. The emphasis is on the practical and immediate concerns of the early childhood professional and family service worker. It also discusses poverty, family expectations, and appropriate discipline.

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**The diversity training activity book: 50 activities for promoting communications and understanding at work.** Jonamay Lambert, 2010. (751 L222 2010 RHB).

This guide presents a collection of 50 exercises that help participants to examine their assumptions and expectations about other cultures and to become more aware of their own culture and its values. Sections include diversity icebreakers; culture and diversity; change, communication, and conflict resolution; gender at work; and culture and career transitions.

**Dual language development and disorders: a handbook on bilingualism and second language learning.**

Fred Genesee, Johanne Paradis, and Martha B. Crago, 2010. (535 G327 2010 ECI).

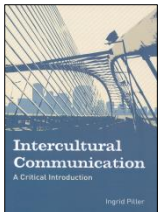
For professionals working with children who are bilingual or learning a second language during early childhood, it can be difficult to determine whether typical language development or a disorder is present. This comprehensive resource on bilingual and second language acquisition can help. This book dispels many myths about dual language development.

**Families, infants, and young children at risk: pathways to best practice.** Gail L. Ensher, 2009. (556 E59f 2009 ECI).

This book explains the neurological and psychosocial development of children from birth to 8. It covers a full range of issues in early childhood special education including cultural diversity.

**Health literacy from a to z: practical ways to communicate your health message.** Helen Osborne, 2013. (WA 590 O81h 2013 MRL).

This book for healthcare professionals gives practical advice on how to communicate with patients and their families so that they all truly understand the message. It discusses the importance of taking into account different cultures and strong emotions. It gives tips on how to communicate using forms, technology, visual aids, and more.



**Intercultural communication: a critical introduction.** Ingrid Piller, 2011. (275 P641 2011 ECI).

This book provides an overview of the field of intercultural communication. It discusses the importance of language and culture in a global marketplace. It highlights the use and prestige of different languages and language varieties as well as the varying access that speakers have to them. It includes case studies from around the world.

**Malik goes to school: examining the language skills of African American students from preschool-5<sup>th</sup> grade.** Holly K. Craig and Julie A. Washington, 2006. (WS 105.5 C8 c886m 2006 ECI).

This book synthesizes a decade of research on the language of African American students and the implications of this research for educational planning and clinical assessment. It provides a specific set of procedures for conducting culture-fair language evaluations with African American preschooler to 5th graders.

**Many languages, building connections: supporting infants and toddlers who are dual language learners.**

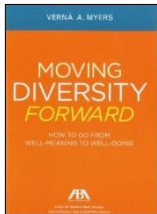
Karen N. Nemeth, 2012. (LB 1140.5 L3 N464 2012 ECI).

This book outlines adaptable strategies that caregivers of children younger than the age of three need to feel confident that they know how language develops, how cultural differences can come into play, and how to assess an individual child's situation to provide appropriate support. From welcoming diverse families and engaging them to participate in a child care program to creating nurturing communities that value and support each child's home language while also fostering English acquisition, the helpful strategies included in this book will prepare caregivers for the diverse reality they encounter in their work.

**Medical management of vulnerable and underserved patients: principles, practice, and populations.**

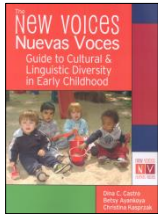
Talmadge E. King and Margaret B. Wheeler, 2007. (WA 300 M489 2007 MRL).

This book includes chapters on home visits, underserved children, and the family as the context for care.



**Moving diversity forward: how to go from well-meaning to well-doing.** Verna A. Myers, 2011. (HF 5549.5 M996 2011 MRL).

This book explains what some of the structural barriers are to providing true equality in the workplace for minorities. Meyers also gives practical suggestions for improving the current situation. Although aimed at law firms, the principles apply to any organization. The author uses a dance metaphor throughout the book to make her point, for example, “diversity is being invited to the party; inclusion is being asked to dance.”

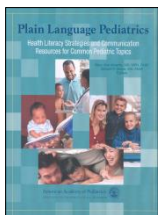


**The new voices, nuevas voces guide to cultural and linguistic diversity in early childhood.** Dina Carmela Castro, 2011. (LB 1139.3 C355n 2011 ECI).

This book is a professional development course written to provide in-depth practical guidance for early childhood program staff to learn how to be culturally aware. It has five modules and will assist staff in working effectively with diverse children and their families.

**One child, two languages: a guide for preschool educators of children learning English as a second language,** 2<sup>nd</sup> ed. Patton O. Tabors, 2008. (LB 1139.3 T114o 2008 ECI).

This guide, written expressly for teachers, offers the specific techniques needed to facilitate the natural progression of second-language acquisition in young children. Teachers will learn how to create a supportive classroom environment for these children and effective ways to measure progress, address individual differences, and work with parents while acknowledging the importance of children’s home languages and cultures.



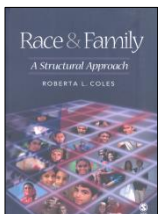
**Plain language pediatrics: health literacy strategies and communication resources for common pediatric topics.** 2009. (WS 100 P698 2009 ECI).

Although this book was written for physicians, early intervention specialists might find it useful. The first part of this book was written to encourage pediatricians to consider health literacy when they are speaking with patients or their parents. It contains easy-to-understand handouts that cover a variety of acute, chronic, and preventive conditions such as asthma, ADHD, ear infections, and proper doses of medications. Handouts are available in Spanish and English.

**Practical approaches to early childhood professional development: evidence, strategies, and resources.**

Pamela J. Winton, 2008. (560 P898 2008 ECI).

This book provides an organized and accessible format for building quality and qualifications into professional development programs for early childhood educators. It stresses cultural and linguistic diversity and discusses how to work with parents.



**Race and family: a structural approach.** Roberta L. Coles, 2006. (275 C693 2006 ECI).

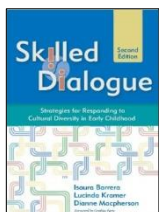
This book illustrates overarching structural factors affecting all families as opposed to examining each ethnicity in isolation. By focusing on various structural factors such as demographic, economic, and historical aspects, this book analyzes various family trends in a cross-cutting manner to illuminate the similarities and distinctions among all racial and ethnic groups.

**Raising a bilingual child: a step-by-step guide for parents.** Barbara Zuer Pearson, 2008. (535 P361r 2008 ECI).

This book provides scientific arguments for raising a child bilingually and practical steps parents can take to integrate two or more languages into a child’s daily routine. It also contains first-hand accounts from parents and dispels myths about bilingualism.

**Recruiting, retaining, and promoting culturally different employees.** Lionel Laroche, 2007. (HF 5549.5 L326r 2007 MRL).

Employees from other countries may find adapting to the North American work environment to be quite a challenge. Laroche explains how to find and keep employees from other countries at the job.

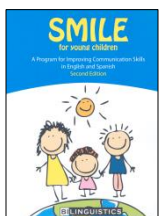


**Skilled dialogue: strategies for responding to cultural diversity in early childhood, 2<sup>nd</sup> ed.**

Isaura Barrera, Lucinda Kramer, and T. Dianne Macpherson, 2012. (275 B272 2012 ECI).

With this proven model for respectful, reciprocal, and responsive communication, pre- and in-service educators and interventionists will understand culture as a dynamic that shapes the behaviors and beliefs of all people; actively communicate respect for what others believe, think, and value; resolve issues creatively by integrating diverse perspectives from all parties; strengthen inclusive assessment and instruction; reframe differences between practitioners and families as

complementary, not contradictory; leverage cultural diversity as a strength rather than a “problem” or risk factor; avoid stereotypes based on culture and ethnicity; gain critical insight into the effects of trauma and how it interacts with culture; and establish collaborative relationships rather than seeking control over others.



**SMILE for young children: a program for improving communication skills in English and Spanish.** Scott Prath, 2012. (535 P912s 2012 ECI).

This book was developed for families and speech-language pathologists who work with English- and Spanish-speaking families enrolled in early childhood intervention programs in Texas. SMILE is an acronym for five strategies (sign, model, imitate, label, and expand). These strategies have been found to improve communication skills in infants and toddlers. Basic information on speech and language development as well as guidelines for interventionists are included.

**NEW! Soy maravilloso: hay tanto que hacer a los 3 años.** Julia Cook, 2012. (WS 103 C771s 2012 ECI).

In this story, an amazing kangaroo named Joey shows all of the amazing things he can do now that he is 3 years old. These amazing things are called developmental milestones. This book shows parents and caregivers what to look for as a child grows and develops. This book is also available in English, “Amazing Me.”

**The spirit catches you and you fall down: a Hmong child, her American doctors, and the collision of two cultures.** Anne Fadiman, 2012. (WA 30 F145s 2012).

This book explores the clash between a small county hospital in California and a refugee family from Laos. The clash is over the proper care of a Hmong child diagnosed with severe epilepsy. The true story explains why cross-cultural understanding and communication about medical beliefs is very important in order to obtain quality medical care.

**Supporting young children who are dual language learners with or at-risk for disabilities.** 2012. (LC 4019.3 S959 2012 ECI).

This book provides strategies to support young children who are dual language learners and are served in inclusive early childhood settings.

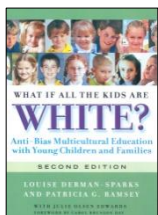
**Transcultural competence: navigating cultural differences in the global community.** Jerry Glover, 2015. (HM 621 G568 2015 RHB).

This book provides a framework for addressing cultural conflicts within organizations, not just for consulting and organizational psychology practitioners, but for a broad spectrum of professionals, executives, and community leaders.

**Using skilled dialogue to transform challenging interactions honoring identity, voice, and connection.**

Isaura Barrera, 2009. (LB 1139 S6 B37 2009 ECI).

This book shows professionals how to interpret behavior in the context of culture and use their knowledge to improve even the most challenging interactions. Applying Isaura Barrera’s Skilled Dialogue approach to challenging interactions of all types, be they between adults and children or only between adults, this guide works because it transforms the behavior of everyone: young children with special needs, early childhood professionals, and families.



**What if all the kids are white?: anti-bias multicultural education with young children and families**, 2<sup>nd</sup> ed. Louise Derman-Sparks and Patricia G. Ramsey, 2011. (LB 1139.3 P435w 2011 ECI).

This book proposes seven learning themes to help young white children resist messages of racism and build identity and skills for thriving in a country and world filled with diverse ways of being. It includes teaching strategies for early childhood settings, activities for families and staff, and

reflection questions.

**White teacher**. Vivian Gussin Paley, 2000. (LB 1139.3 P158w 2000 ECI).

This is a personal account of a teacher's experiences teaching kindergarten in an integrated school within a predominantly white, middle-class neighborhood. It demonstrates how teachers and students learn about their own and other cultural identities and confront their perceptions of race.

## Cultural Competence & Bilingual Language Development – Selected E-Books

The following books and many more titles are available electronically to ECI/HHSC state and program staff. You may access them on a computer or mobile device. To access, please contact the library at [library@dshs.texas.gov](mailto:library@dshs.texas.gov) or call (512) 776-7559 or toll-free 1-888-963-7111 x7559.

- **Addressing racial disproportionality and disparities in human services: multisystemic approaches**. Joyce James, Carolyne Rodriguez, Rowena Fong, and Alan Dettlaff (2015).
- **Children mourning, mourning children**. Kenneth J. Doka (2014).
- **Culture and health disparities: evaluation of interventions and outcomes in the U.S.-Mexico border region**. John G. Bruhn (2014).
- **The developing child in the 21st century : a global perspective on child development**. Sandra Smidt (2013).
- **Diversity and cultural competence in health care: a systems approach**. Janice L. Dreaschlin (2013).
- **Guide to culturally competent health care**. Available through Stat!Ref. Larry D. Purnell (2014).
- **How real is race?: a sourcebook on race, culture, and biology**, 2<sup>nd</sup> ed. Carol Chapnick Mukhopadhyay, Yolanda T. Moses, and Rosemary C. Henze (2014).
- **Intercultural interaction: a multidisciplinary approach to intercultural communication**. Helen Spencer-Oatey and Peter Franklin (2009).
- **Introduction to multicultural counseling for helping professionals**. Graciela L. Orozco (2014).
- **Introduction to Spanish for health care workers: communication and culture**. Robert O. Chase and Clarisa Medina de Chase. (2010).
- **Leading with cultural intelligence**. David A. Livermore (2015).
- **Native American communities on health and disability: a borderland dialogue**. Lavonna Lovern (2013).
- **Spanish for dummies**. Susana Wald (2011).
- **Understanding families: supportive approaches to diversity, disability, and risk**, 2<sup>nd</sup> ed. Marci J. Hanson (2013).

## Cultural Competence & Bilingual Language Development – Selected Websites

*Culture Clues* are tip sheets for clinicians. They are designed to increase awareness about concepts and preferences of patients from the diverse cultures served by University of Washington Medical Center but are useful to anyone working with a diverse population. <http://depts.washington.edu/pfes/CultureClues.htm>.

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The National Black Child Development Institute (NBCDI) seeks to improve and advance the quality of life for Black children and their families through education and advocacy. <https://www.nbcdi.org/who-we-are>.

The National Center on Cultural and Linguistic Responsiveness has created a series of handouts designed to provide staff and families with basic information on topics related to children learning two or more languages. For the handouts and additional information, see <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/home-language.html>.

Position statements, tools, and articles on cultural competence from the National Association for the Education of Young Children are found at <http://www.naeyc.org/policy/statetrends/qr/culturalcompetence>.

*Self-assessment checklist for personnel providing services and supports to children with disabilities & special health needs and their families: promoting cultural diversity and cultural competency* is available at <http://nccc.georgetown.edu/documents/ChecklistCSHN.pdf>.

### **Health Resources in Languages Other than English:**

EthnoMed: This website contains information about cultural beliefs, medical issues, and other related issues pertinent to the care of recent immigrants to the US. See <http://ethnomed.org/>.

Healthy Roads Media: Health-literacy, illness, aging, disability, and language are all issues that can pose barriers to obtaining basic health information. This site contains free health education materials in a number of languages and a variety of formats: <http://www.healthyroadsmedia.org/>.

Health Reach: Health Information in Many Languages. This site contains patient materials in many languages. <https://healthreach.nlm.nih.gov/>

Pronunciator Language Learning. This database provides a fun way to learn to speak, read, and write any of 80 languages. It includes vocabulary courses for health professionals and online language lessons for children. It also features free apps for Android, Apple, and Kindle Fire devices. Contact the library at 512-776-7559 to access.

## **New Additions – Books**

**Doing the right thing for children: eight qualities of leadership.** Maurice Sykes, 2014. (LB 1775.6 S983d 2014 ECI).

This book provides a framework and a systematic approach to help early childhood professionals become capable, competent, and effective leaders. It presents eight core leadership values: human potential, knowledge, social justice, competence, fun and enjoyment, personal renewal, perseverance, and courage. The author shares personal stories in order to inspire and challenge readers.

**The early intervention guidebook for families and professionals: partnering for success.** Bonnie Keilty, 2016. (LC 4019.3 K27 2016 ECI).

This book focuses on how families and professionals can collaborate effectively so that infants and toddlers learn, grow, and thrive. It addresses child learning and development, family functioning and priorities, early intervention as a support, and planning what comes after early intervention.

**A great place to work: creating a healthy organizational climate.** Paula Jorde Bloom, 2016. (LB 1775.6 B665g 2016 ECI).

This book helps directors of early childhood programs define more precisely how ten dimensions of a center shape the quality of work life for staff. It helps director's evaluate their program in terms of collegiality,

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opportunities for professional growth, supervisor support, clarity, reward system, decision making, goal consensus, task orientation, physical setting, and innovation.

**Infants, toddlers, and caregivers: a curriculum of respectful, responsive, relationship-based care and education.** Janet Gonzalez-Mena, 2015. (LB 1139 G643 2015 EC).

This book is an introduction to care and education in the first three years of life, featuring a respectful, cohesive approach. It provides practical information based on theoretical and research foundations. Chapters focus on the caregiver, the child, and the program.

**Leadership in action: how effective directors get things done.** Paula Jorde Bloom, 2014. (LB 1775.6 B665 2014 ECI).

This book helps early childhood directors understand the subtle but important distinction between leadership as a role and leadership as a set of skills and competencies that can be supported and nurtured at all levels of the organization. The book is filled with practical suggestions and lively examples.

## Table of contents – Journals

*If you would like to receive copies of articles, please contact the library staff at (512) 776-7260, toll-free: 1-888-963-7111 ext. 7260; fax (512) 776-7474, e-mail: [avlibrary@dshs.texas.gov](mailto:avlibrary@dshs.texas.gov).*

### Early Childhood Report – February 2017

Legal spotlight: you be the judge

Does result of MDR permit disciplinary removal of student with suspected disability?

Washington watch

ED guidance explains how to use Title I to fund opportunities in early childhood

Decisions & Guidance

Methodology

IDP's alleged reference to DIR/Floortime requires SRO to consider methodology

Placement

Offering preset number of ABA therapy hours denies preschooler FAPE

Parent participation

Teacher's ad hoc use of weighted vest impedes mom's IEP participation

Transfer students

District owes transfer student comparable services or new IEP.

Cover story

Take professional development to next level to heighten staff interaction, proficiency

Highlights

Programs seek collaboration on opioid dependencies

Eye on autism: use multiple data sources for FBA

Attorney: know procedural violations that deny FAPE

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### **Infant Mental Health Journal – January/February 2017**

Issue information - TOC (pages 1–4)

Introduction

Psychology of boys at risk: indicators from 0-5

#### Articles

All our sons: the developmental neurobiology and neuroendocrinology of boys at risk (pages 15–52).

Associations between early maternal depressive symptom trajectories and toddlers' felt security at 18 months: are boys and girls at differential risk? (pages 53–67)

Early childhood predictors of low-income boys' pathways to antisocial behavior in childhood, adolescence, and early adulthood (pages 68–82)

Boys, early risk factors for alcohol problems, and the development of the self: an interconnected matrix (pages 83–96)

The early home environment of Latino boys and their peers: a developmental perspective (pages 97–114)

American Indian and Alaska Native boys: early childhood risk and resilience amidst context and culture (pages 115–127)

Predictors of infant and toddler Black boys' early learning: seizing opportunities and minimizing risks (pages 128–142)

Reflecting on the practice of infant mental health and the reduction of risk in infancy and early parenthood: an essay (pages 143–149)

Development and socialization of physical aggression in very young boys (pages 150–165)

Public policy, child development research and boys at risk: challenging, enduring and necessary partnership (pages 166–176)

#### Erratum

Infant Mental Health Journal (page 177)

---

## Table of contents – Journals

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### **Journal of Early Intervention – March 2017**

#### **Abuse and Young Children with Disabilities**

##### **A Review of the Literature**

Catherine Corr, Rosa Milagros Santos

First Published February 14, 2017; pp. 3–17

#### **Factors That Affect Age of Identification of Children with an Autism Spectrum Disorder**

Chana R. Adelman, Thomas Kubiszyn

First Published November 22, 2016; pp. 18–32

#### **Social Experiences of Children with Disabilities in Inclusive Portuguese Preschool Settings**

Milene Ferreira, Cecília Aguiar, Nadine Correia, Margarida Fialho, Júlia Serpa Pimentel

First Published December 1, 2016; pp. 33–50

#### **Promoting Healthy Weight among Children with Developmental Delays**

Ruby R. Natale, Stephanie T. Camejo, Lila Asfour, Susan B. Uhlhorn, Alan Delamater

Alan Delamater, Sarah E. Messiah

First Published February 14, 2017; pp. 51–65

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## Table of contents – Journals

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### Topics in Early Childhood Special Education

#### **Teaching Parents Enhanced Milieu Teaching with Words and Signs Using the Teach-Model-Coach-Review Model**

Courtney A. Wright, Ann P. Kaiser

First Published February 2, 2016; pp. 192–204

#### **Early Literacy Intervention for Preschoolers Who Need Tier 3 Support**

Ruth A. Kaminski, Kelly A. Powell-Smith

First Published April 8, 2016; pp. 205–217

#### **Impact of Bug-in-Ear Professional Development on Early Childhood Co-Teachers' Use of Communication Strategies**

Jennifer R. Ottley, Christan Grygas Coogle, Naomi L. Rahn, Caitlin F. Spear

First Published February 26, 2016; pp. 218–229

#### **A Review of the Use of Group Contingencies in Preschool Settings**

Elizabeth A. Pokorski, Erin E. Barton, Jennifer R. Ledford

First Published May 19, 2016; pp. 230–241

#### **The Early Intervention Readiness Program (EIRP)**

##### **A Post-ASD Diagnosis Family Support Program**

Rhiannon S. Tolmie, Susan Bruck, Rachel Kerslake

First Published April 22, 2016; pp. 242–250

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## Table of contents – Journals

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### Young Exceptional Children – December 2016

#### Message from the DEC Executive Board

First Published November 17, 2016; pp. 3–3

#### From the Editor

##### A Farewell and Message of Gratitude

Amy Santos

First Published November 17, 2016; pp. 3–4

#### Utilizing Antecedent Strategies in Early Childhood Settings

Meaghan M. McCollow, Emily S. L. Curiel, Carol Ann Davis, Diane Sainato

First Published April 1, 2015; pp. 5–19

#### “Dosage” Decisions for Early Intervention Services

Miriam Kuhn, Christine A. Marvin

First Published March 24, 2015; pp. 20–34

#### Resources to Increase Practitioners’ Knowledge and Use of Evidence-Based Practices

Cammy J. Purper, Taryn VanderPyl, Sara Werner Juarez

First Published August 10, 2015; pp. 35–47

#### Resources for Supporting Recommended Practices for Interaction

Camille Catlett

First Published November 17, 2016; pp. 48–48